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The Development of Local-Based Learning Activities in an Integrated Learning Unit Entitled "The Legend of Phra Yuen Kantharawichai" for Grade 5 Students

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Abstract

The objectives of this study were 1) to develop local-based learning activities in an integrated learning unit entitled "The Legend of Phra Yuen Kantharawichai" for grade 5 students; 2) to compare the student's academic achievement with a criterion of 80%; 3) to compare the students' historical process skills with a criterion of 80%; 4) to compare the students' geographic skills with a criterion of 80%; and 5) to assess the students' local pride. The participants obtained by cluster random sampling method were 34 students of grade 5/2 students studying in the second semester of the academic year 2021, at Mahasarakham University Demonstration School (Elementary). The instruments were 1) a lesson plan; 2) an academic achievement test; 3) a historical process skills assessment form; 4) a geographic skills assessment form; and 5) a measure of local pride. Analysis of the data was percentage, mean score, standard deviation, and t-test. The results of the study showed that 1) the efficiency of the lesson plan was 93.82/84.12, which met the specified 80/80 criteria; 2) the student's academic achievement was significantly higher than the establishment at the criterion of 80% at a statistical level of .01; 3) the students' historical process skills were significantly higher than the establishment at the criterion of 80% at a statistical level of .01; 4) the student's geographic skills were significantly higher than the establishment at the criterion of 80% at a statistical level of .01; and 5) the students' overall local pride was at the highest level. It was concluded that local-based learning could develop students to achieve academic achievement, historical process skills, and geographical skills that meet the goal and make students feel local pride for learning in history subjects that integrate geography and local content.

Keywords: Local-based learning, Integrated learning unit, The Legend of Phra Yuen Kantharawichai, Historical methods, Academic achievement, Historical process skills, Geographical skills

1. Introduction

The changes in global society occur all the time and change rapidly in terms of society, economy, politics, technology, science, and environment. This is due to the immigration of the population, advances in communication technology, transportation, and movement of goods and services causing the dependence on more global connections and higher economic competition. These have made people all over the world have different opinions, values, beliefs, cultures, and social expectations. It can be said that globalization is changing the world and everyone's life. A way to prepare students for living in today's changing world is imperative (Kanok, 2019). It is an educational management approach that can help students develop an understanding of phenomena occurring in the world in relation to their location, and understand natural systems and the changes caused by human-environment interactions (Edelson, 2011). In order to lead to the development of the ability to think systematically and make decisions to create a sustainable environment as a global citizen, knowledge of geography plays an important role in preparing citizens for the 21st century because it enables rational decision-making in everyday life. According to the National Education Act B.E. 2542 (1999) and Amendments (Second National Education Act B.E. 2545 (2002), Chapter 4 Guidelines for Educational Management, Section

23(1) states the knowledge of one's self and the relationship of one's self with society, namely family, community, nation, and world society, including knowledge of the history of Thai society and the political system, the democratic regime of government with the King as Head of State. Learners are required to learn about geography and cultivate decision-making skills to adapt to changing environments and have a worldview that is satisfactory for their decision-making.

Developing skills for students is an important goal of learning management in the 21st century. Therefore, learning management in social studies, religion, and culture subject groups emphasizes on enhancing historical process skills and geographical skills as a learning process enabling students to practice advanced thinking and practice learning to solve problems in connection with the history of their own locality (Surang, 2016). Thus, it is a learning that allows them to learn about people in society in various environments helps us to know to understand human life and get to know the wider society, and also helps us understand the development of change over the ages. This will help us to understand ourselves and others, know how to adjust to being able to live with the people in society happily, and most importantly be able to apply knowledge to life as a good citizen of the nation and the world society (Ministry of Education, 2008). According to the National Education Act B.E. 2542 and its amendments No.3, learners are the most important stakeholder. For this reason, the educational management process must encourage learners to develop naturally and to their full potential, emphasizing the importance of both knowledge and morality of the learning process, and integrating as appropriate for each level of education by aiming to develop learners to have skills, virtues, ethics, and desirable values, ability to communicate, think problem-solving, use technology, have life skills, have good physical and mental health, be patriotic, have a conscience of being a Thai citizen and a global citizen, adhere to the democratic regime of government with the King as Head of State, have a conscience in preserving Thai culture and wisdom, and environmental conservation and development, have a public mind that aims to benefit and create good things in society and living together in society happily (Sukhon, 2011). In addition, teaching activities in the learning area of social studies, religion, and culture emphasize students to apply knowledge to use in daily life through listening, reading, speaking, writing, arithmetic, analytical thinking, problem-solving and connecting activities caused by human actions from the past by historical method analyzing the event systematically as well as creating new knowledge from learning experiences. Learning history is learning from experience in various fields of human beings in a society that has changed the natural and cultural environment under the dimension of time and circumstances that should be under a good understanding among the people in that society. The study of history by reading from the illustrated documentation does not satisfy the need to study history (Ministry of Education, 2008), and social studies is a group of subjects aimed at enhancing citizen competence. Therefore, it is necessary to expand learning to be in line with the changing world in order to open up the learning world and promote the competencies necessary to face problem situations and be part of creating a better society in the future. The body of knowledge in social studies is not stationary, but social studies are the learning of learners' lives. Learning management in social studies, religion and culture must be a meaningful learning process, use local as a base, and is an integrated learning which is teaching activities that bring knowledge

from various two or more subjects that are related and connected with each other in a mix of subject content and teaching and learning activities causing the uniqueness of each course to disappear. It creates a new identity for the overall curriculum, which focuses on the holistic content rather than the body of knowledge of each course. To be in line with the actual conditions of the learners for developing and growing in knowledge, skills, and attitudes, as well as creating a worldview that is appropriate to the social context, focusing on the learning process of the learners is more important than telling the teacher the content (Siripat, 2021).

Local-based learning leads to the creation of a learning society that creates shared values to lead the community toward sustainable development. The locality is considered an important learning center for learning social studies, geography, and history. In particular, the geography curriculum emphasizes local-based learning (Pike, 2008). Curriculum design must be based on problem conditions and the costs that the community has both social costs. Cultural capital, economic capital, environmental and wisdom capital, as well as various sectors in the area, which are considered as human resource capital, all of this become an important cost in designing an area-based curriculum where the learning management process is based on the learner's life capital. Therefore, community-based learning management is a learning management that responds to local needs. It is learning based on solving problems or necessary issues in society that will help to promote shared values for the community (Atchana & Atneeya, 2019). It also encourages students' learning to be meaningful and stimulates learning by linking the learning material to the local area with new knowledge according to the curriculum. Local-based learning also contributes to reconnection with nature and nurturing traditions. Learning locally helps to illustrate local, regional and global environmental impacts. Local-based learning can contribute to reconnection with nature, nurturing sustainable traditions and bringing knowledge closer to local and thus global-environmental impacts, and the use of innovative, creative (*e.g.*, literature, art, drama), interactive and experiential teaching (*e.g.*, outdoor activities, visiting national parks) methods to bring together the sciences, humanities, and complexities (IUCN Commission on Education and Communication, 2021). The implementation of the localized curriculum has brought a lot of joy to some sections of the community because they saw their cultures being revived through local-based learning that installed indigenous knowledge in the pupils (Ng'onomo, 2016).

An integrated learning unit is one of the methods of local-based learning. Over half a century of researchers and teachers have explored curriculum integration as a way to meet the many demands of the 21st-century curriculum and to make classroom instruction more manageable and more engaging. Integrated learning units provide students with opportunities to work toward meeting expectations from two or more subject matters. Teachers using an integrated approach ensure that specific knowledge and skills for various subjects are incorporated into plans that link expectations from different subject areas. These integrated learning experiences provide students with multiple opportunities to reinforce and demonstrate their knowledge and skills in a range of contexts (Ontario Ministry of Education, 2006). The development of an integrated learning unit on the legend of Phra Yuen Kantharawichai creates learning that combines a variety of subjects, including history, geography, and local

content. Kantharawichai is an ancient city with evidence of civilization since the Dvaravati period continued until the Khmer era of Phra Nakhon. Numerous artifacts have been excavated that reflect their own unique cultural and artistic prosperity. Therefore, it is a story that should encourage children in the local youth of Kantharawichai District and Maha Sarakham Province, Thailand to learn about the civilization that is their local heritage to build local pride and have a consciousness of continuation and development of arts and culture in their own localities to be prosperous and to expand their learning outcomes to one of the country's important career developments or tourism (Maha Sarakham Provincial Cultural Office, 1999). Phra Yuen Kantharawichai is a Buddha sculpture with Buddhist art that is unique to the local area. It is a standing Buddha sculpture facing to the south which is quite contrary to the tradition of building Buddha sculptures that usually face to the east. Therefore, the idea of the building is still an unsolved mystery until when the ancestors of the people of Kantharawichai District present migrated to settle in the area where there are traces of such culture. Therefore, a legend has been created to explain the origins and possibilities of those ancient artifacts. From the evidence of the relationship between the kingdoms in the Dvaravati period, it is believed that Phra Yuen Kantharawichai was probably built to worship the Buddha's relics in Champasri which is located in Na Dun, Maha Sarakham Province, Thailand because Phra Yuen Kantharawichai clearly faces to Na Dun District. When examined with the coordinates in the map, it was found that they were in the same latitude line from east to west. In addition, when analyzing historical evidence on the beliefs and cultures of the Dvaravati period, it was found that there is a great promotion of faith in Buddhism. And there is a tradition of pilgrimage that continues until the Khmer era, which found the creation of Arokya Sala. During the reign of Jayavarman VII, it was believed that it was used as an accommodation for pilgrims and as a place to heal people in many areas, including the Northeast. The people of Kantharawichai built a standing amulet to worship the Buddha's relics and show their participation in the pilgrimage of the townspeople. It is a symbol that encourages people of Kantharawichai or pilgrims from Fa Daet Song Yang City to travel to Champasri City to worship the Buddha's relics on important days.

Therefore, Buddhism stories legends, and beliefs about Phra Yuen are interesting to create puzzles for students to learn with historical tools and geographic processes. This will be an important local-based learning that will develop students' skills and learning outcomes in terms of history, geography, religion, and culture by using local-based learning activities in an integrated learning unit entitled The Legend of Phra Yuen Kantharawichai. As a guideline for teachers at the primary level, the learning management plan has been applied to students in grade 5, Kantharawichai District, Maha Sarakham Province, Thailand, and extended to other localities.

1.1 Research Objectives

(1) To develop the local-based learning activities in an integrated learning unit entitled "The Legend of Phra Yuen Kantharawichai" in Kantharawichai District, Maha Sarakham Province, Thailand for grade 5 students with a criterion of the efficiency of 80/80.

(2) To compare the student's academic achievement with a criterion of 80%.

(3) To compare the students' historical process skills with a criterion of 80%.

(4) To compare the students' geographic skills with a criterion of 80%.

(5) To assess the students' local pride.

1.2 Research Hypothesis

(1) The grade 5 students who study with the local-based learning activities in an integrated learning unit entitled The Legend of Phra Yuen Kantharawichai, have academic achievement above a criterion of 80%.

(2) Grade 5 students who study with the local-based learning activities in an integrated learning unit entitled The Legend of Phra Yuen Kantharawichai, have historical process skills above a criterion of 80%.

(3) Grade 5 students who study with the local-based learning activities in an integrated learning unit entitled The Legend of Phra Yuen Kantharawichai, have geography skills above a criterion of 80%.

(4) Grade 5 students who study with the local-based learning activities in an integrated learning unit entitled The Legend of Phra Yuen Kantharawichai, have local pride from the high to the highest level.

1.3 Terminology

(1) An integrated learning unit refers to the organization of knowledge sets that are interrelated and linked, blended, and integrated across the sciences of history and geography to set up a subject learning about the legend of Phra Yuen Kantharawichai that are unique in accordance with the needs of students by focusing on students to have a holistic knowledge of the content learned from practice, and process skills, and to promote a good attitude to enable students to connect the knowledge gained to use in daily life, consisting of 1) the name of the integrated learning unit; 2) the objectives; 3) the learning material; 4) the learning management plan; 5) the media, materials, and learning resources; and 6) measurement and evaluation tools.

(2) Historical process skills refer to the ability to follow the process of researching the history of human society. It starts with the curiosity of those who want to study and want to investigate and find answers on their own from the traces that people have made in the past and have passed on to the present without believing the words of anyone or reading just one book and believing it's true. When there is an issue that needs to be searched, the first thing to do in browsing the past is collect information from extensive and detailed historical evidence through various methods such as asking knowledgeable people, studying documents, and learning from learning sources by themselves. Next, examine every piece of evidence with a conscience that the evidence doesn't tell the whole truth or always telling the truth, and gather the facts. Then, present the study results with clear references to the evidence for others to review or can continue to study more about this text source required for additional translation information, send feedback, and side panels.

(3) Geographical skills refer to the ability to understand and use geographic tools as well as the ability to read and interpret maps, symbols, and globes, including:

(a) Observation is to lead learners to observe both natural and man-made environments, such as observing differences in the environment between home and school.

(b) Interpretation of geographic information (interpretation of geographic data) is the interpretation of information about what appears on the earth referenced by the position that may appear in the form of charts, diagrams, graphs, tables, photographs, maps, satellite images, and geospatial.

(c) Using geographic techniques and equipment is the use of methods, such as sampling, sketching in the field, and using photographs, maps, and tools to collect geographic information.

(d) Spatial thinking is thinking by using geographical knowledge to identify, analyze, and understand issues concerning location, direction, scale, pattern, spatial patterns, and trends in the relationship between geographic phenomena and time.

(e) Holistic thinking is an overview of the various systems, geographic analysis, and synthesis of the relationship of all things both naturally occurring and man-made.

(f) Using technology is the use of information technology to search for geographic information through the internet, such as using the internet to search for information, using Google Earth, and using a mobile phone assembly instruction.

(g) Using basic statistics is the use of simple statistics such as mean, median, and base values in data analysis, understanding dispersion and relationships (correlation) of geographic data, and analysis of spatial patterns.

(4) Local pride refers to a person's sense of admiration for their local place, culture, customs, and things by seeing the benefits and the beauty, and being delighted and ready to take part in local protection and development, telling a story about the history of the local area willingly, helping maintain, and not aiming to destroy so that these things will stay with the locals forever.

2. Research Method

(1) Population and sample:

(a) The population was Prathomsuksa (grade) 5 students at Mahasarakham University Demonstration School, Elementary Division, Muang District, Maha Sarakham Province, Thailand under Mahasarakham University, the Office of the Higher Education Commission who studied in the second semester of the academic year 2021, consisted of 67 students in the normal course, divided into 2 rooms. The students in both rooms had the same knowledge base.

(b) The sample group obtained by cluster random sampling was 34 students studying in grade 5/2 in the second semester of the academic year 2021 at Mahasarakham University

Demonstration School, Elementary Division, Muang District, Maha Sarakham Province, Thailand under Mahasarakham University, Office of the Higher Education Commission.

(2) The scope of content in this study related to the story of "The Legend of Phra Yuen Kantharawichai" in Kantharawichai District, Maha Sarakham Province, Thailand for grade 5 students, in accordance with the indicators of social studies, religion, and culture subject groups based on the Basic Education Core Curriculum B.E. 2551 (A.D. 2008).

(3) The variables are divided as follows:

(a) The independent variable was the organization of learning activities in an integrated learning unit on the story of the Legend of Phra Yuen Kantharawichai" in Kantharawichai District, Maha Sarakham Province, Thailand for grade 5 students.

(b) The dependent variables were 1) the student's academic achievement on the subject of the Legend of Phra Yuen Kantharawichai" in Kantharawichai District, Maha Sarakham Province of Thailand; 2) the student's historical process skills; 3) the student's geographic skills; and 4) the student's local pride.

(4) The duration used in this study was the second semester of the academic year 2021, from November 2021 to March 2022.

(5) Research instruments included:

(a) Integrated learning management plan on the story of the Legend of Phra Yuen Kantharawichai in Kantharawichai District, Maha Sarakham Province of Thailand for grade 5 students. The process for creating and finding quality started with studying documents and research related to learning management through historical methods, then formulating a learning unit and a learning management plan for an integrated learning unit on the story of the Legend of Phra Yuen Kantharawichai in Kantharawichai District, Maha Sarakham Province of Thailand for grade 5 students. The learning management plans were divided into 10 plans, namely 1) Local history; 2) Local history research; 3) Local historical evidence; 4) Geographic region; 5) Geography of Northeastern Region, Thailand; 6) Social Region of Northeastern Region, Thailand; 7) Immigration of the population; 8) Causes of population migration; 9) Influence of foreign cultures; and 10) Impact of foreign culture on Thai society. Finally, the appropriateness of the learning management plans was evaluated by 5 experts. The results of the assessment found that the mean score was 4.87, indicating that the learning management plan was overall appropriate at the highest level.

(b) The academic achievement test on the Legend of Phra Yuen Kantharawichai, Kantharawichai District, Maha Sarakham Province, Thailand for grade 5 students was a multiple-choice test with 4 choices of 50 items obtained by selecting from 80 items. The steps for creating and finding quality started with creating an academic achievement test with 80 questions by spreading each item to cover the unit's learning objectives, and then they were evaluated by 5 experts. After evaluation, the results showed that the achievement test had an IOC value between 0.60-1.00, which concluded that the exam

had a higher index of consistency between the test and the learning objectives with a criterion of 0.50 for all items. Therefore, the test with 50 items revised based on the experts' recommendations was published and employed in the next sample group.

(c) Historical Process Skills Assessment Form for grade 5 students was a checklist with 5 scoring rubrics based on the terminology of historical process skills. The process of creating and finding quality started with studying concepts, and theories from documents and related research to define the conceptual framework and action definitions of all key variables according to the research conceptual framework. The action definition of historical process skills was defined. Next, a draft of the students' historical process skills assessment form was prepared. Research tools along with details about the research topic research objectives research conceptual framework theoretical definition and operational definitions were then evaluated by 5 experts. The evaluation results by the experts got IOC values from 0.60 to 1.00. Therefore, all questions were selected with the IOC criterion of greater than 0.5. The research team held a meeting to select 5 questions with the highest IOC values, and make improvements to the students' historical process skills assessment form according to the experts' advice to be used to collect the data with the students as a sample group.

(d) Geographic Skills Assessment Form for grade 5 students was a checklist with 5 scoring rubrics based on the terminology of geographic skills. The process of creating and finding quality started with studying concepts, and theories from documents and related research to define the conceptual framework and action definitions of all key variables according to the research conceptual framework. The action definition of geographic skills was defined. Next, a draft of the student's geographic skills assessment form was prepared. Research tools along with details about the research topic research objectives research conceptual framework theoretical definition and operational definitions were then evaluated by 5 experts. The evaluation results by the experts got IOC values from 0.60 to 1.00. Therefore, all questions were selected with the IOC criterion of greater than 0.5. The research team held a meeting to select 5 questions with the highest IOC values, and make improvements to the student's geographic skills assessment form according to the experts' advice to be used to collect the data with the students as a sample group.

(e) The model for measuring the local pride of grade 5 students was a questionnaire with 12 items. The process for creating and finding quality started with studying principles, concepts, and related documents to create a measure of local pride of grade 5 students, determining the format of the questionnaire, and defining a detailed question to measure the level of local pride with a Likert scale. The scale comprised of 5 levels, namely 1) the highest level with 5; 2) the high level with 4; 3) the moderate level with 3; 4) the low level with 2; and 5) the lowest level with 1, respectively. The local pride scale created by the original set of 5 experts was then taken to determine the validity of the 12 items' content. It was found that the conformity index was between 0.60-1.00 met all criteria, and the measure was revised according to the experts' advice to be used to collect the data with the students as a sample group.

(6) Data collection: To collect data in this research, the researcher conducted the learning activities according to the following steps:

(a) Learning materials and documents were coordinated and prepared, and the details of how to organize learning activities of the integrated learning unit entitled "The Legend of Phra Yuen Kantharawichai" in Kantharawichai District, Maha Sarakham Province, Thailand for grade 5 students were explained to the teachers who teach social studies at Mahasarakham University Demonstration School, Elementary Division, in order to apply to learn management plans and data collection tools to use in teaching and learning with the sample group.

(b) Learning management was conducted by the teachers based on the plan of learning activities of the integrated learning unit in the second semester of the academic year 2021. The evaluation of learning during class was also conducted as data to examine the effectiveness of the learning activities plan.

(c) The academic achievement post-test was taken, while the assessment forms were employed to evaluate the students' historical process skills and geography skills.

(d) The students' local pride was assessed by using a questionnaire with 12 items.

(7) Data analysis: The data were analyzed according to the research objectives as follows:

(a) The basic statistics including percentage, mean and standard deviation were employed to the scores obtained from the achievement test, the historical process skills assessment form, the geographic skills assessment form, and the measure of local pride.

(b) The data were analyzed according to the research objectives as follows:

(i) Analysis of the efficiency of the integrated learning management plan on the subject of the Legend of Phra Yuen Kantharawichai in Kantharawichai District, Maha Sarakham Province, Thailand for grade 5 students using the formula E1/E2, the accepted effectiveness value (E1/E2) must not be lower than 80/80.

(ii) Comparison of academic achievement scores, the historical process skills, and the geographical skills of students studying with an integrated learning unit on the story of the Legend of Phra Yuen Kantharawichai, Kantharawichai District, Maha Sarakham Province, Thailand for grade 5 students with a criterion of 80% using t-test (one sample) to test the hypothesis.

(iii) Analyze the local pride of grade 5 students by finding the mean, and standard deviation and compare the mean with the interpretation criteria as follows:

Mean 4.51-5.00 is having the highest level of local pride;

Mean 3.51-4.50 is the high level of local pride;

Mean 2.51-3.50 is moderate local pride;

Mean 1.51-2.50 is the low level of local pride;

Mean 1.00-1.50 is having the lowest level of local pride.

3. Results

The results of the study were examined according to the objectives of the study as follows:

(1) Organizing learning activities with an integrated learning unit on the story of the Legend of Phra Yuen Kantharawichai in Kantharawichai District, Maha Sarakham Province, Thailand for grade 5 students, the effectiveness was 93.82/84.12, meeting the required 80/80 criteria.

(2) The students' academic achievement after learning through learning activities with an integrated learning unit on the story of the Legend of Phra Yuen Kantharawichai in Kantharawichai District, Maha Sarakham Province, Thailand for grade 5 students was significantly higher than the establishment at the criterion of 80% at a statistical level of .01, as shown in Table 1.

Table 1. Comparison of the student's academic achievement compared to the criterion of 80%

Test score	n	X̄	S.D.	df	t
Post-test score	34	42.06	2.16	33	5.222**
Score with the criterion of 80%		40.00			

Note. ** Statistically significant at the .01 level.

(3) The students' historical process skills after learning through learning activities with an integrated learning unit on the story of the Legend of Phra Yuen Kantharawichai in Kantharawichai District, Maha Sarakham Province, Thailand for grade 5 students were significantly higher than the establishment at the criterion of 80% at a statistical level of .01, as shown in Table 2.

Table 2. Comparison of the students' historical process skills compared to the criterion of 80%

Test score	n	X̄	S.D.	df	t
Post-test score	34	18.32	0.73	33	17.506**
Score with the criterion of 80%		16.00			

Note. ** Statistically significant at the .01 level.

(4) The students' geographic skills after learning through learning activities with an integrated learning unit on the story of the Legend of Phra Yuen Kantharawichai in Kantharawichai District, Maha Sarakham Province, Thailand for grade 5 students were

significantly higher than the establishment at the criterion of 80% at a statistical level of .01, as shown in Table 3.

Table 3. Comparison of students' geography skills compared to the criterion of 80%

Test score	n	X̄	S.D.	df	t
Post-test score	34	18.24	0.99	33	7.969**
Score with the criterion of 80%		16.80			

Note. ** Statistically significant at the .01 level.

(5) The students' overall local pride after learning through learning activities with an integrated learning unit on the story of the Legend of Phra Yuen Kantharawichai in Kantharawichai District, Maha Sarakham Province, Thailand for grade 5 students was at the highest level ($\bar{X}$ = 4.59). When considering each item, it was found that the top 3 items with the highest average scores were as follows: 1) Item 11: Locally produced goods are considered as wisdom that should be inherited ($\bar{X}$ = 4.95), 2) Item 18: Students want to participate in preserving local arts and culture ($\bar{X}$ = 4.91), and 3) Item 7: Students want the school to organize field trips to where manufacturing local products ($\bar{X}$ = 4.85), respectively. On the other hand, the top 3 items with the lowest average scores were 1) Item 2: Students feel that their locality is livable ($\bar{X}$ = 4.27), 2) Item 12: Students have ever applied local wisdom to make their own stuff ($\bar{X}$ = 4.21), and 3) Item 20: Students will choose to work in their own locality if they can choose ($\bar{X}$ = 4.09) respectively.

4. Discussion

The results of the development of learning activities in an integrated learning unit entitled "The Legend of Phra Yuen Kantharawichai" in Kantharawichai District, Maha Sarakham Province, Thailand for grade 5 students can be discussed as follows.

(1) Organizing learning activities with an integrated learning unit on the story of the Legend of Phra Yuen Kantharawichai in Kantharawichai District, Maha Sarakham Province, Thailand for grade 5 students, the effectiveness was 93.82/84.12, meeting the required 80/80 criteria because it has brought knowledge from the subjects of geography and history that are related and linked together in a mix of subjects and teaching activities, standards and indicators, and also teaching process with a historical method. This enables students to learn understandably through the process of linking knowledge and being able to produce results according to their goals as well as having the results of the tests according to the specified criteria. As a result, the effectiveness can be calculated according to the criteria. It is the result of an integrated learning unit and a historical process-based learning management approach. The results of the above research reflect that Local learning provides a good integration of knowledge and skills. It allows students to connect knowledge and skills from contexts they are familiar with, creating a fulfilling imagination between local stories and curricular knowledge, as well as

having the imagination to use skills for learning. The result is consistent with the concept of Matchimo (2021) on Rethinking General Education Programs for Integrating Local Contexts and English Content found that the local context is the authentic learning experience that students can learn, they can make a link between local and global dimensions. It is not difficult to integrate local context content due to it is appeared in their daily lives, but it requires a suitable curriculum and instructional practices. English reading comprehension is necessary for local and global living, but the new era for learning through authentic contexts maybe help students learn English by integrating global contents and local contexts as well as reading comprehension in balance. The result is consistent with the concept of Sukhon (2007), who mentioned the benefits of historical methods to make learners choose to study and research evidence based on rationality. Learners have a wide range of thinking skills, such as analytical thinking, synthetic thinking, and critical thinking, and can summarize various information properly as well as know how to organize information systematically. Learners know how to plan their work in a step-by-step manner and put them into practice and are able to work with others. This allows learners to integrate knowledge and skills from a variety of subjects to use in their work, thus resulting in high-quality work and competence in accordance with the set goals. The finding is consistent with the concept of Siriwan (2010). The researcher said that the historical method helps develop students to be rational, know how to think rationally by making problems and making assumptions, and then come up with an answer based on that hypothesis. It gets students to have questions and answers in their minds, practice knowledge-seeking skills in a systematic way, and develop thinking skills for students, especially analytical thinking, assessment synthesis thinking, and critical thinking. Students know how to make plans and work systematically as well as plan to present the results of the study. Providing direct experience to the learners where the learners have to do the activities on their own under the guidance of a teacher, the practice of self-activity at every step helps to develop knowledge and competence effectively. Thus, the learners gain direct experience from the practice by themselves. Moreover, it is aligned with the concept of Jirachaphan (2020) who explained that integrated teaching and learning management enables learners to understand the content in a holistic manner, see the relationship of the content of each subject, and link relevant content together in a meaningful way, contributing to the development of higher-order thinking skills. In addition, from the integration activities between learning subject groups or interdisciplinary enable learners to develop their connected thinking, and analytical thinking from practice; not just memorizing from textbooks. Learners have fun learning, have good interactions with teachers and classmates, and have good morals and ethics. Additionally, it's in accordance with Fadilah (2016) who developed a local learning unit on wisdom plants that used a scientific search process to learn for junior high school students under the Narathiwat Primary Educational Service Area Office 3, Cho Ai Rong District, Narathiwat Province. It was found that the learning units were at the most appropriate level with an effectiveness of 84.02/83.27, meeting 80/80 criteria that could be employed in the classes.

(2) In terms of academic achievement, the student's academic achievement after learning through learning activities with an integrated learning unit on the story of the Legend of Phra Yuen Kantharawichai, Kantharawichai District, Maha Sarakham Province for grade 5

students was significantly higher than the establishment at the criterion of 80% at a statistical level of .01 because it has brought knowledge from the subjects of geography and history that are related and linked together in a mix of subjects and teaching activities, standards and indicators, and also teaching process with a historical method. This enables students to learn understandably through the process of linking knowledge and being able to produce results according to their goals as well as having the results of the tests according to the specified criteria. As a result, the student's academic achievement was significantly higher than the criterion of 80%. It is the result of an integrated learning unit and a historical process-based learning management approach. Here we are appropriating Gendlin's (1997) claim that meaning gives conceptual form to our inchoate experience. Once the given form is, this fresh meaning can potentially be integrated with what we already know. And further, we can employ that meaning to communicate with others regarding our condition and intentions. The result is enhanced ontological security as one's meanings arise from and are integrated with our bodily experience. The result is in line with the concept of Sukhon (2007). The usefulness of the historical method makes the learner observant, loves to read, and knows how to choose to study and research various evidence based on rationality. Learners know how to plan their work in a step-by-step manner and put them into practice, thus resulting in high academic achievement. It is consistent with the idea of Siriwan (2010) who said that historical teaching methods help develop students to be rational, know how to think rationally by making problems and making assumptions, and then come up with an answer based on that hypothesis. It gets students to have questions and answers in their minds, practice knowledge-seeking skills in a systematic way, and know about planning and working systematically. Learners must learn by doing the activities on their own under the guidance of a teacher. This approach will give learners a deeper knowledge and higher learning achievements. Furthermore, it is also in line with the concept of Jirachaphan (2020) who explained that integrated teaching and learning management enables learners to understand the content in a holistic manner, see the relationship of the content of each subject, and link relevant content together in a meaningful way, contributing to the development of higher-order thinking skills. In addition, from the integration activities between learning subject groups or interdisciplinary enable learners to develop their connected thinking, and analytical thinking from practice; not just memorizing from textbooks. Learners have fun learning, have good interactions with teachers and classmates, and have good morals and ethics. Moreover, the finding is consistent with Savich (2008). The researcher described methods and techniques to develop critical thinking skills in history classrooms at the secondary level by comparing two teaching methods. The first method was using a historical interactive method and the second one was with lecture-style teaching. The tools were a short-answer test, role-play simulation, and lesson analysis. The result showed that students who studied using the interactive historical method had higher academic achievement and deeper understanding.

(3) In terms of historical process skills, the students' historical process skills after learning through learning activities with an integrated learning unit on the story of the Legend of Phra Yuen Kantharawichai in Kantharawichai District, Maha Sarakham Province, Thailand for grade 5 students were significantly higher than the establishment at the criterion of 80% at a

statistical level of .01 because it was emphasized on learning from practice through various problem situations, and to link the data to come up with an answer based on historical methods. Thus, the students had the skills of the historical process after studying above the criterion of 80%. The historical process skills consist of determining the issues to be studied, searching and collecting information, examining and interpreting evidence, summarizing facts, and presentation of information (Ministry of Education. 2008). The learning activities in the integrated learning unit were designed to focus on practicing historical process skills. As a result, students had higher historical process skills than the specified criteria. The result is aligned with the concept of Sukhon (2007). The usefulness of the historical method makes the learner observant, loves to read, and knows how to choose to study and research various evidence on the basis of rationality. Learners have a wide range of thinking skills, such as analytical thinking, synthetic thinking, and critical thinking, and can summarize various information properly as well as know how to organize information systematically. Additionally, it is consistent with the ideas of Siriwan (2010) who said that the value of teaching methods using historical methods helps develop students to be rational, know how to think rationally by making problems and making assumptions, and then come up with an answer based on that hypothesis. It gets students to have questions and answers in their minds, and practice knowledge-seeking skills in a systematic way. The historical methods provide teaching procedures based on scientific methods which is a method of studying and researching knowledge in a systematic and reliable manner. It helps develop thinking skills for students, especially analytical thinking, assessment synthesis thinking, and critical thinking, as know about planning and working systematically.

(4) In terms of geographic skills, the students' geographic skills after learning through learning activities with an integrated learning unit on the story of the Legend of Phra Yuen Kantharawichai in Kantharawichai District, Maha Sarakham Province, Thailand for grade 5 students were significantly higher than the establishment at the criterion of 80% at a statistical level of .01 because it was emphasized on learning from practice through various problem situations, and to link the data to come up with an answer based on historical methods. Therefore, the students had the skills of the historical process after studying above the criterion of 80%. Geographic skills consist of observing and interpreting geographical information, using geographic techniques and tools, spatial thinking, holistic thinking, using technology, and using basic statistics (Office of Academic Affairs and Educational Standards, 2009). The learning activities in the integrated learning unit were designed to focus on practicing historical process skills. Students explored geographic information in connection with local history according to a historical process. As a result, students had higher geographic skills than the specified criteria. The finding is consistent with the concept of Sukhon (2007). The usefulness of the historical method makes the learner observant, loves to read, and knows how to choose to study and research various evidence on the basis of rationality. Learners have a wide range of thinking skills, such as analytical thinking, synthetic thinking, and critical thinking, and can summarize various information properly as well as know how to organize information systematically. In addition, it is in line with the ideas of Siriwan (2010) who said that the value of teaching methods using historical methods helps develop students to be rational, know how to think rationally by making problems and

making assumptions, and then come up with an answer based on that hypothesis. It gets students to have questions and answers in their minds, and practice knowledge-seeking skills in a systematic way. The historical methods provide teaching procedures based on scientific methods which is a method of studying and researching knowledge in a systematic and reliable manner. It helps develop thinking skills for students, especially analytical thinking, assessment synthesis thinking, and critical thinking, as know about planning and working systematically.

(5) In terms of local pride, the students' overall local pride after learning through learning activities with an integrated learning unit on the story of the Legend of Phra Yuen Kantharawichai in Kantharawichai District, Maha Sarakham Province, Thailand for grade 5 students was at the highest level because it has brought knowledge of local stories into situations for students to come up with answers, and encourage students to recognize cultural values and historical value in the local area of Kantharawichai District, Maha Sarakham Province, Thailand through a historical process that encourages students to think about connections and to raise awareness of local values. The finding is consistent with the idea of Siriwan (2010) who said that the value of teaching methods using historical methods makes students have a good attitude towards history as a reliable subject that is an orderly system of studying, and the results of the study are reliable not just wandering or focusing on memory. Moreover, it is in line with a study by Sakulwat (2017). A learning unit in the subject of Social Studies, Religion, and Culture entitled "Pattaya City", for grade 4 students was developed. The result of the assessment of local pride of learners who studied with a unit course on Pattaya City through the presentations of work showed an overall average score of 14.26. The students' local pride was at a very good level. Learners could express their love and pride in the locality of Pattaya City through the presentations of work. Furthermore, it is aligned with the concept of Jirachaphan (2020) who explained that integrated teaching and learning management enables learners to understand the content in a holistic manner, see the relationship of the content of each subject, and link relevant content together in a meaningful way, contributing to the development of higher-order thinking skills. In addition, from the integration activities between learning subject groups or interdisciplinary enable learners to develop their connected thinking, and analytical thinking from practice; not just memorizing from textbooks. Learners have fun in learning, have good interaction with teachers and classmates, and have good morals and ethics which learners will grow to be effective personnel and important forces of the nation in the future. Although Item 2: Students feel that their locality is livable, Item 12: Students have ever applied local wisdom to make their own stuff, and Item 20: Students will choose to work in their own locality if they can choose were determined as the lowest average scores, these minimum scores were still at the high level of local pride. It reflects that encouraging students to recognize cultural values and historical values in the local area of Kantharawichai District, Maha Sarakham Province, Thailand through the historical process made them know the historical significance of the locality which leads to the pride that they are in a land of historical significance, with a long-standing civilization and traditions related to ancient civilizations that have been inherited until now.

5. Recommendation

5.1 Recommendation for Applying the Research Results

(1) learning activities with an integrated learning unit on the story of the Legend of Phra Yuen Kantharawichai in Kantharawichai District, Maha Sarakham Province, Thailand is a set of activities that are linked to the content of many subjects including history, geography, and contents related to the locality. Therefore, teachers who implement a learning management plan should adapt their activities with their own local content by including stories and situations that occur in daily life to provide teaching and learning management with current content and keep pace with changes occurring in society.

(2) Learning management to enable learners to learn effectively should promote knowledge sources by using communities and localities as learning bases to encourage students to love and cherish their own local area even more by allowing relevant agencies to jointly support the organization of activities and provide experiences in various fields to learners.

(3) learning activities with an integrated learning unit on the story of the Legend of Phra Yuen Kantharawichai in Kantharawichai District, Maha Sarakham Province, Thailand can be used as a guideline for the development of educational institution curricula on integrating local content. Therefore, administrators and personnel in educational institutions should study the approach to linking local learning content with the core to create a learning unit that is consistent with the locality and promotes local love and pride among students.

5.2 Recommendation for the Further Studies

(1) There should be further studies to develop learning units or create curricula related to local learning in other areas to instill students with local pride and good conscience towards the nation

(2) There should be further studies to create a learning unit that integrates knowledge on social studies, religion, and culture that covers all learning subjects.

(3) There should be further studies to create curricula related to local learning that can support social changes that occur, especially learning that integrates good cultural exchanges between ASEAN member countries and international cooperation organizations.

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